

CerOrganic Training Curriculum

Module C531

Blended and e-learning design

Unit C531.3

Designing the training course

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Structure

1. About the tutor, Mr. Charalampos Thanopoulos
2. Aims & objectives
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6. Content of the “Designing Training Course”
7. References / supporting material
8. Evaluation of learning

Mr. Charalampos Thanopoulos

MSc Agronomist

- Scientific Associate in Agro-Know technologies
- Graduated from the Agricultural University of Athens (holder of diploma in Horticulture - Specialisation in Vegetable Crops)
- Certified trainer of farmers in professional training programmes of Greek Ministry of Food and Rural Development.
- Strong experience in:
 - development of online learning resources for agricultural topics
 - EU research projects in the fields of vocational education and training.

Aims & Objectives

- To give the guidelines for the design of a successful training course
- To present the main directions for identifying the trainees' needs

Learning Outcomes & Skills

- By the end of the course, trainees will be able to:
 - Design and develop a stimulating training course
 - Set the training content and techniques in the proper sequence
 - Implement the PowerPoint presentations and writing surfaces (flipchart) in success
 - Learn how to keep the participants' interest vivid during the whole training process

Methodology

- Course is consisted of:
 - A ppt presentation and
 - An Interactive session between trainer and trainees

Introduction to the training session

- This unit provides an introduction to the concept of designing a successful training course (core ideas, course titles and aims) and focuses on the enhancement of the trainees' participation.

Content

- Designing a successful training course – Giving an instructional Talk
- Teaching Tools
- Programme Writing

Giving Instructional Talk

Asking Questions during the talk

- The only way to ensure trainees think and participate is when the TUTOR ASKS specific questions for the TRAINEES TO ANSWER
- The only way of ensuring the trainees are thinking is when they are answering questions

When to Ask Questions

- At the beginning to establish experience
- To establish interest to the subject
- During the lecture to check understanding
- To elicit experience in order to help someone to come to a conclusion
- At the end to help identify application and implementation in real cases

How to Ask Questions (1/2)

- Questions that require explanations for the answer will cause people to think
 - “What will be the effect of reducing the (e.g. applications of copper, as organic pesticide) at this time?”
 - “Why not cold water?”
 - Questions that start with the words **What**, **When** and **How**, will almost always get an explanation.

How to Ask Questions (2/2)

- When explanations are short, follow up with “**Why**” to get the trainees thinking
 - The following phrases help get depth of thought and practical experience:
 - “Give us your experience of “
 - “Explain more about ... “
 - “Quote an example of ... “

Who to Ask

- **Overhead:** Ask the Question, without nominating someone, and everyone can think
 - The quickest off the mark will answer
- **Overhead & Nominate:** Ask the Question, pause and then give a name
 - Everyone can think. You choose who answers and through a series of additional questions you can keep all involved
- **Nominate:** Give a name and then ask the question
 - Useful technique where someone has specific knowledge or experience you want the group of trainees to hear

The Planning Steps

- Define the **purpose** of the talk
- Decide what should be the **content** of the talk
- Put the main teaching points into **sequence**
- Set an effective **introduction**
- Choose an **attractive title**
- Determine the objectives of the **summary**
- Prepare the course **notes**

Purpose of the Talk (1/2)

- **Find out**
 - How many will attend
 - Their current knowledge and experience
 - Their authority to take action
 - Their expectations of the event
- **Set your Aim**
 - Define the actions you want each trainee to take after your talk is finished
 - Decide what information they require in order to take this action

Purpose of the Talk (2/2)

- **Example Talk Aims**

- “They should be able to calculate the diet requirements for the ... and identify the means of reducing feed costs for their own units”
- They will be able to adjust the operating temperature of ... and state acceptable maximum and minimum temperatures for growth stages”
- “They will be able to list the main factors which influence the choice of ...”

Selection of the Content (1/5)

- **Decide what should be included into your talk**
 - What to include?
 - What to leave out?
 - Trainer knows more than the knowledge he will deliver through the lecture
 - The audience need only to know and understand enough about the purpose of the talk

Selection of the Content (2/5)

- **Select your content, making an horizontal plan**
 - **Freewheel:** Put down one or two words, as headings
 - Write the headings on a postcard kept in your pockets
 - Talk about the possible headings with a colleague of you
 - Work by yourself with a blank sheet of paper, impressing all your thoughts on it
 - **Select Main Headings**
 - From your list of headings select no more than 4 or 5 main headings
 - Start to speak about these main topics
 - This will create content for 30 minutes talk

Selection of the Content (3/5)

- **Select your content, making an horizontal plan**
 - Allocate Sub headings
 - Write down the selected headings across the top of a piece of paper
 - Start to list all the potential and relevant sub-headings
 - Put your thoughts under each heading

Selection of the Content (4/5)

- **Select your content, making an horizontal plan**
 - Select Sub headings
 - Choose the most appropriate 20 sub-headings
(approximately 5 sub-headings for each main heading)
 - Mark topics that an action must be taken
(e.g. demonstration of an instrument - measuring the soil moisture)
 - Determine fields where decisions should be made
(e.g. do I have to show a video about the operational use of instrument for measuring the soil moisture in the field)
 - Identify the relevant information that should support some sub-headings
(like manuals for how to measure the soil moisture and related scientific researches on this topic)

Selection of the Content (5/5)

- **Select your content, making an horizontal plan**

- Make Action Points

The selected sub-headings should satisfy the following answers

- **What** to do?
- **When** to do it?
- **Where** to do it?
- **How** to do it?

Sequence of the teaching points (1/2)

- The content of your talk should be presented in the most appropriate sequence for the audience
- The following factors should be considered for the selection of the sub-headings and their sequence:
 - What will be easiest to understand by the audience?
 - What will put the whole subject into context?

Sequence of the teaching points (2/2)

- The following factors should be considered for the selection of the sub-headings and their sequence:
 - What is concrete and recognizable fact before you start to express your core idea of the talk
e.g. explain preventive techniques of cultivation for avoiding common pests and disease infections before start biological control of them
 - What can be illustrated by examples and pictures, breaking the long monologues
 - What will link to the experience in practice of the audience
- This will help you to start

Effective Introduction (1/2)

- Through the introduction, trainer should motivate the audience to want to learn:
 - Explain the importance for the audience and in general of the main idea of your presentation
 - Describe in simple words the **core idea** of your lecture
 - Give a general overview of your talk
 - Explain **how long** they will be listening and what else activities they will be asked to join
e.g. working in small groups, hands-on exercise

Effective Introduction (2/2)

- Through the introduction, trainer should motivate the audience to want to learn:
 - Briefly explain all the tools that you will use
 - It will be helpful for the trainer to use the introduction in order to find out the experience of the audience
 - Transmit your enthusiasm

Appropriate Title

- The following issues should be considered:
 - Title should be **encourage** the audience to join the talk
 - Title should imply the **main idea** of the talk
 - Title should be related to action statements
- Examples:
 - *Producing the 20 tone Potato crop*
Instead of Potato Production
 - *Managing the winter diet of Dairy Cows*
Instead of Winter Feeding

Objectives of the Summary

- Summary should test the understanding of the trainees
- Summary should help trainees to apply the knowledge and skills they have just acquired
- Trainer should avoid of restating the information in the talk
- Possible alternatives to check the trainees' understanding could be on of the following:
 - Plan an exercise which will use the knowledge in the talk
 - If the time is limited for an exercise, then ask the trainees how they can apply what they have just learned
 - Additionally, the trainer can ask each trainee to explain to the group, how they will apply in practice what they have just learned

Notes

- Notes should be written based on the following structure:
 - Aim
 - Write the aim of your talk at the front of your note
 - Being reminded of your aim will help to keep you in track
 - Introduction
 - Write your introduction in detail
 - Main content
 - Write main teaching points and sub teaching points as headings only
 - Summary
 - Write out your summary
 - Use simple words to encourage the audience to take action

Giving the Talk (1/3)

- Hints to make your talk both a memorable and worthwhile event:
 - Before You Start
 - Line up overhead projector and Screen
 - Have your notes well organised and looking neat
 - Organise your overhead projector slides and flipcharts notes
 - Put yourself across
 - Demonstrate enthusiasm
 - Catch the eye of individuals
 - Talk to them, without read the slides
 - Involve them, while you ask questions so they participate
 - Be yourself

Giving the Talk (2/3)

- Hints to make your talk both a memorable and worthwhile event:
 - Use Teaching Tools Effectively
 - Use Overhead projector, or Flipchart to summarise main teaching points
 - Stop talking when passing notes around the group
 - Keep in Control
 - Share discussion around the group
 - Check where you are and what is next
 - Compare time with your target in the notes

Giving the Talk (3/3)

- Hints to make your talk both a memorable and worthwhile event:
 - Summarise well
 - Keep a short summary
 - Discuss only action points
 - Get them to state actions they will take
 - Link to the next event / lecture

Evaluation process

- Use an evaluation process after the end of your lecture / talk to assess your training methods and to find out where you could improve
- Evaluation tools: e.g. **Questionnaire**

Teaching Tools



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Lifelong Learning Programme

Effective Use of the Overhead Projector (1/3)

- **Switch On**
 - Bright screen draws eyes and attention
- **Switch Off**
 - Press “B” on your laptop, don’t turn off the projector
 - To return attention to you
 - When removing or replacing slides
 - To prevent distraction
 - To reduce noise of Overhead projector

Effective Use of the Overhead Projector (2/3)

- **Use prepared slides**
 - Implies lesson preparation
 - Highlight the key words and the main ideas of the lecture / talk
 - Be careful, the screen magnifies both your intended message and your mistakes
 - Trainer stand more comfortably
- **Reveal one line at a time or Use Overlays**
 - Creates interest in what is to come
 - Gives information step by step
 - Can simplify
 - Can control discussion

Effective Use of the Overhead Projector (3/3)

- **Pointing**
 - Don't point at the screen
 - Point with a pin-point light
- **Stand out of the Way**
 - It is better to read from the laptop rather than the screen. Otherwise the audience will look at your back
 - Choose the best place to stand both to use the machine and not block anyones' view
 - This may mean you cannot anchor yourself in one place

Use the Overhead Projector to add Visual Impact (1/3)

- **Add impact to the message with**
 - Simple graphs
 - Drawings and symbols
 - Pictures and cartoons
 - humour
- **Add impact with colour**
 - For coding and identification
 - For content and background
 - For emphasis of key words
 - No more than four colours for highlighting

Use the Overhead Projector to add Visual Impact (2/3)

- **Add impact with the layout**
 - Group of box items
 - Keep the backgrounds simple and soft
 - Simplify diagrams
 - Use pictures rather than clip-art (adds reality to the presentation)
 - Don't overload
- **Add impact with lettering**
 - Use capitals for titles
 - Keep the same font for the whole presentation
 - Use the same size of letters for titles and the same for the text
 - Include the minimum number of lines / slide and 8-10 words /line
 - Keep writing horizontal

Use the Overhead Projector to add Visual Impact (3/3)

- **Further suggestions**

- One slide = **one idea**
- Most important points in **top 2/3 of the slide** where the eye falls
- Use graphs with bars for comparisons, rather than tables with numbers
- Don't overdo with the animations in the presentation

Using Writing Surfaces (1/3)

- **Objectives of the writing surfaces**
 - Show pre-drawn or pre-written charts
 - Build up complex layouts with the group
 - Capture important responses from the group
 - Give emphasis to your pain topics of your presentation
- **Preparing to use writing surfaces**
 - Always plan what will appear on the board
 - Practice writing “B;ocky” letters, large enough for all to see

Using Writing Surfaces (2/3)

- **How to use a writing surface**
 - Angle the board to maximise contact with the group as you write
 - When facing the group have the board on your left if you are right handed so you don't cover what you are writing
 - Use colour and framing with different colours to add impact to individual items

Using Writing Surfaces (3/3)

- **Most favorable options**

- Whiteboard

- Can give good colour contrasts
 - Are usually metal and can be used with magnets
 - Are very easy to move out

- Flip-chart

- Easy to move from one place to another (mobile)
 - Permanent writing on paper surface
 - Easy to take the notes with you

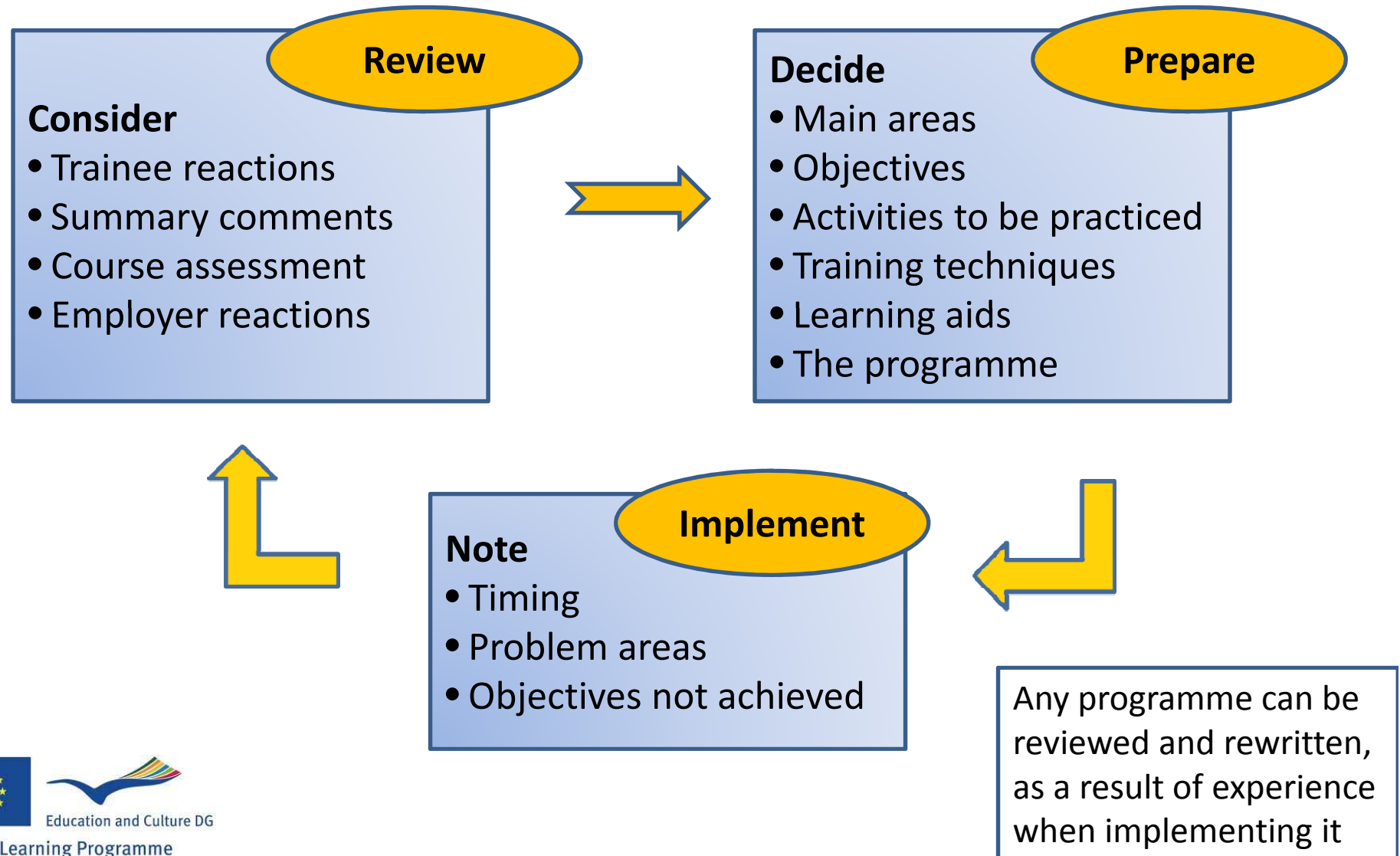
Programme Writing



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Lifelong Learning Programme

Designing Process



Writing Programme Objectives

- Write down the programme objectives and what a trainee will be able to do after the training
 - Examples
 - Estimate how trainees can exploited what they have learned
 - Set improvement targets for trainees case studies
 - Identify the main actions the trainees have to apply to achieve the proposed improvements
 - Are very easy to move out
 - Each trainee will prepare a programme to implement these actions to achieve the new targets

References / Supporting material

- International Foundation for Sustainable Agriculture Training (IFSAT): www.ifsat.eu
- LLP LdV Transfer of Innovation project Organic.Mednet (2009-2011): www.organic-mednet.eu
- LLP LdV Transfer of Innovation project Organic.Balkanet (2009-2011): www.organic-balkanet.eu
- LLP LdV Development of Innovation project e-Competences TOOLS (2009-2011): www.competencetools.eu
- eContentPlus project Organic.Edunet (2007-2010): <http://portal.organic-edunet.eu/>
- LdV project INTROPRO (1996)

Assessment of Learning

- Summary at the end of the lecture for recording the understanding of trainees

**The “Designing Training Course” session
is related to the next Unit
“Implementation of participative Techniques”**

For more information

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